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ABSTRACT

The module, part of a vocational teacher education curriculum unit, is designed to help the teacher acquire competency in sequencing student performance objectives for vocational courses. The module contains three learning experiences, each with objectives, activities, and outcomes stated in behavioral terms. A supplementary section includes checklists, information sheets, sample student performance objectives for a unit on "Getting a Job," and other material related to the learning experiences. (NJ)

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SEQUENCE STUDENT PERFORMANCE OBJECTIVES

Module #53, 54, 55

(VT-102-084)

Cooperative Curricula Development Component
2F
The Center for Vocational and Technical Education
The Ohio State University
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TABLE OF CONTENTS

	PAGE
Title Page	1
Introduction	2
Performance Objectives	4
References, Equipment and Materials Needed to Complete This Module	5
Learning Experience I	6
Learning Experience II	7
Learning Experience III	8
SUPPLEMENTS	
Goals of a Vocational Program--Learning Experience I	10
General Objectives for a Vocational Offering--Learning Experience I	11
General Objectives Check Sheet--Learning Experience I	12
Key for General Objectives Check Sheet--Learning Experience I	13
Sample Set of Student Performance Objectives for a Unit on "Getting a Job"	14
Student Performance Objectives Chart--Learning Experience I	15
Suggested Responses for Student Performance Objectives Chart--Learning Experience I	16
Information Sheet--Learning Experience II, "Sequencing Student Performance Objectives"	17
Task Listing Sheet--Learning Experience II	18
Chart of Sequenced Tasks--Learning Experience II	19
Task Detailing Sheet--Learning Experience II	20
Suggested Sequenced Student Performance Objectives for a Unit on on "Getting a Job"--Learning Experience II	21
Checklist for Sequencing Student Performance Objectives for a Unit on "Getting a Job"--Learning Experience II	22
Checklist for Sequencing Student Performance Objectives for a Vocational Offering--Learning Experience II	23

SEQUENCE STUDENT PERFORMANCE OBJECTIVES

Prerequisites: None

Directions:

1. There are no prerequisites for this module.

2. a. Read the Introduction on the following page.

   b. Study the Performance Objectives on p. 4.

   c. Read Learning Experience III on p. 8.

3. If you decide to be assessed now, and complete Learning Experience III successfully, proceed to the next module. Check with your resource person.

4. If you decide to be assessed now, and do not complete Learning Experience III successfully, proceed with this module.

5. If you decide not to be assessed now, proceed with this module.

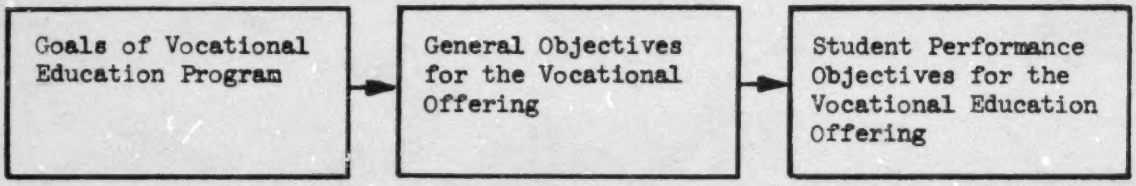
NOTE: Your resource person is available to help you wile you are progressing through the module.

INTRODUCTION

In planning instruction for a vocational education offering the vocational teacher needs to review the goals of the total vocational program of the school to assure that the general objectives for the specific vocational offering (one course) contribute to the accomplishment of these overall goals. For example, if one of the overall vocational program goals is to provide information on career opportunities and employee qualifications and responsibilities, a general objective for the vocational offering which would contribute to the accomplishment of this goal would be to provide an in-depth recognition of the careers related to the student's vocational choice.

Once the general objectives for a vocational offering are established and assessed as contributing to overall vocational program goals, the student performance objectives are formulated to contribute to the general objectives for the vocational offering. A student performance objective which would contribute to the general objective cited above could be: the student will contact three agencies or other sources for obtaining information about job openings in the area of his occupational interest.

The model below may help clarify these relationships:


Goals of Vocational Education Program
General Objectives for the Vocational Offering
Student Performance Objectives for the Vocational Education Offering

The student performance objectives for the vocational offering should add up to the intended outcome of the general objectives for the vocational offering. Once this kind of consistency is determined, the student performance objectives should be sequenced in a logical order which will facilitate student learning.

The purpose of this module is to aid you in acquiring a competency in sequen-

cing student performance objectives for a vocational offering. To do this you will review vocational program goals and general objectives for a vocational offering. After making the necessary adjustments in the goals and objectives, you will use a variety of techniques for sequencing student performance objectives.

PERFORMANCE OBJECTIVES

Terminal Objective: The ultimate objective this module is designed to help you reach is as follows:

For a vocational offering, sequence the student performance objectives considering the vocational program goals and the general objectives for the vocational offering. Your competency will be assessed by your resource person, using the "Checklist for Sequencing Student Performance Objectives for a Vocational Offering" on p. 23 (Learning Experience III).

Enabling Objectives: If you choose to take this module, the following objectives will aid you to meet the terminal objective (you may omit any of these in which you are already competent, with the approval of your resource person):

1. **Analyze a given set of student performance objectives to determine their contribution to the attainment of the general objectives for a vocational offering (Learning Experience I).**

2. Sequence a given set of student performance objectives (Learning Experience II).

REFERENCES, EQUIPMENT AND MATERIALS NEEDED
TO COMPLETE THIS MODULE

1. Hough, John B. and James K. Duncan. Teaching: Description and Analysis. Menlo Park, California: Addison-Wesley Publishing Company, 1970.

2. Mager, Robert F. and Kenneth M. Beach, Jr. Developing Vocational Instruction. Palo Alto, California: Fearon Publishers, 1967.

3. Pautler, Albert J. Teaching Shop and Laboratory Subjects. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971.

4. Popham, W. James and Eva L. Baker. Planning an Instructional Sequence. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

LEARNING EXPERIENCE I

OBJECTIVE

The objective of this learning experience is:

After assessing the contribution of a given set of general objectives to the accomplishment of program goals, analyze a given set of student performance objectives to determine their contribution to the attainment of these general objectives.

READ

Read Hough and Duncan, Teaching: Description and Analysis, pp. 23-36.

and

Pautler, Teaching Shop and Laboratory Subjects, pp. 51-62.

ASSESS

Read the "Goals of a Vocational Program" on p. 10, then assess the "General Objectives for a Vocational Offering" on p. 11 to determine if the general objectives contribute to the accomplishment of the program goals. Delete those general objectives which do not contribute to the total program goals. Use the "General Objectives Check Sheet" on p. 12 to aid you in your analysis.

SELF-EVALUATE

Compare your Check Sheet answers to the "General Objectives Check Sheet Key" on p. 13.

ANALYZE

Now analyze the "Student Performance Objectives" on p. 14 to determine if they contribute to the accomplishment of the "General Objectives for a Vocational Offering" on p. 11. Delete the student performance objectives that do not contribute to the general objectives of the offering. Use the "Student Performance Objectives Chart" on p. 15 to aid in your analysis.

SELF-EVALUATE

Compare your chart to the "Suggested Responses for Student Performance Objectives Chart" on p. 16.

LEARNING EXPERIENCE II

OBJECTIVE

The objective of this learning experience is:

Given a set of student performance objectives, sequence these objectives in a logical, teachable order. Your performance will be assessed using the procedure detailed below in the evaluation section.

READ

Read Mager and Beach, Developing Vocational Instruction, pp. 59-61.

This reading deals with sequencing instructional units, but the same principles apply to sequencing student performance objectives.

and

Popham and Baker, Planning an Instructional Sequence, pp. 44-61.

and

Information Sheet, "Sequencing Student Performance Objectives," p. 17.

SEQUENCE

Sequence the "Sample Set of Student Performance Objectives" on p. 14 into a logical order to facilitate student learning. In sequencing these objectives, assume you have formulated the set of student performance objectives (p. 14) for a unit within a vocational offering you are teaching. Students have indicated high interest in learning what the entry level requirements are for their occupational area.

SELF-EVALUATE

Complete the "Checklist for Sequencing" on p. 22. Then check your sequence with "Suggested Sequenced Student Performance Objectives" on p. 21.

LEARNING EXPERIENCE III*

OBJECTIVE

The objective of this learning experience is:

In a real school situation, sequence the student performance objectives for a vocational offering considering the vocational program goals and the general objectives for the vocational offering. Your performance will be assessed using the procedure detailed below in the Assessment section.

OBTAIN

In a real school situation, obtain a copy of the following:

1. the goals for the total vocational program
2. general objectives for a vocational offering in your occupational area.
3. student performance objectives for the vocational offering

ANALYZE

a. Analyze the general objectives of the vocational offering to determine if the objectives contribute to the goals of the total vocational program. Make any adjustments or deletions necessary so that the general objectives will all contribute to the goals of the total vocational program.

b. Analyze the contribution of the student performance objectives of the vocational offering, make necessary adjustments or deletions so that the student performance objectives all contribute to the accomplishment of the general objectives.

SEQUENCE

Sequence the student performance objectives into a logical, teachable order that will facilitate student learning.

ASSESS

ASSESSMENT

Your total competency will be assessed by your resource person, using the "Checklist for Sequencing Student Performance Objectives for a Vocational Offering" on p. 23 of this module.

Based upon the standards contained in this assessment instrument, your resource person will decide whether you are ready to proceed to the next module.

*In order to receive credit for this module, you may choose to complete this learning experience without completing the first two learning experiences.

SUPPLEMENTS

MODULE: SEQUENCE STUDENT PERFORMANCE OBJECTIVES

#B-1

LEARNING EXPERIENCE I
GOALS OF A VOCATIONAL PROGRAM

1. To increase the intellectual skills and competencies of the students.

2. To provide broadly based general and social education as well as vocational training.

3. To create a wholesome attitude towards school, community and work. This includes the development of attitudes and habits of effective citizenship and desirable human related social skills.

4. To provide information on career opportunities and employee qualifications and responsibilities.

5. To develop a saleable skill for entry into and advancement in an industry or industries.

6. To improve basic learning skills and foster an interest in and desire for staying in school. This includes providing opportunities for each student to succeed at his or her own level.

7. To develop intelligent consumers.

8. To encourage desirable health habits and worthy use of leisure time.

LEARNING EXPERIENCE I
GENERAL OBJECTIVES FOR A VOCATIONAL OFFERING

1. To provide an in-depth recognition of the careers related to the student's vocational choice.

2. To provide the student with opportunities to observe the complexities of the chosen vocation.

3. To provide the student with training and experiences necessary to enter in and advance in the chosen vocation.

4. To develop specific skills related to student hobby interests.

5. To involve the student in career planning, decision making and problem solving.

6. To reinforce the concept of job responsibility, job satisfaction and work values.

7. To provide the student with an opportunity to attach some relevance to the educational process.

8. To provide the student with training and experiences necessary to enter administrative positions.

9. To provide opportunities for personal development necessary to attain, retain and advance in employment.

10. To provide for the development of a desirable self-concept through the successful completion of tasks.

LEARNING EXPERIENCE I
GENERAL OBJECTIVES CHECK SHEET

Do the general objectives for the offering relate to the goals of the vocational education program?

	YES	NO
General Objective 1		
General Objective 2		
General Objective 3		
General Objective 4		
General Objective 5		
General Objective 6		
General Objective 7		
General Objective 8		
General Objective 9		
General Objective 10		

LEVEL OF PERFORMANCE: Your answers should agree with those on the key on p. 13. If you disagreed on more than one answer, discuss with your resource person what further work or reviewing you may need to do.

LEARNING EXPERIENCE I
GENERAL OBJECTIVES CHECK SHEET
KEY

Do the general objectives for the offering relate to the goals of the vocational education program?

	YES	NO
General Objective 1	✓	
General Objective 2	✓	
General Objective 3	✓	
General Objective 4		✓
General Objective 5	✓	
General Objective 6	✓	
General Objective 7	✓	
General Objective 8		✓
General Objective 9	✓	
General Objective 10	✓	

SAMPLE SET OF STUDENT PERFORMANCE OBJECTIVES
FOR A UNIT ON "GETTING A JOB"*

1. The student will dress and groom himself for the job interview based on criteria of acceptable standards developed by a peer, a teacher and a representative of the business and/or industrial community.

2. The student will write a letter accepting or not accepting the position under consideration in the mock interview. This interview follow-up letter will be evaluated by the teacher.

3. The student will develop a résumé containing information for job application as judged by his teacher.

4. The student will develop a list of entry requirements for five job(s) in his area of interest.

5. The student will ask questions about benefits and opportunity for advancement and training in a mock interview situation. Evaluation will be made on the basis of peer and teacher feedback on the interview rating checksheet.

6. The student will explain to a prospective employer in a mock interview why he is qualified for the position for which he is interviewing. The interviewer and teacher will evaluate the student's response on the interview rating checksheet.

7. The student will write a letter of application for a job which meets minimum criteria listed on a checksheet.

8. The student will fill out a job application form completely, accurately and neatly as judged by a teacher and a representative of the business and/or industrial community.

9. The student will contact three agencies or other sources for obtaining information about job openings in the area of his occupational interest.

10. The student will conduct himself with poise (including manners and posture) in a mock interview situation. The student's poise will be evaluated by a panel of his peers.

11. The student will ask questions about company training programs geared to employee use of leisure time.

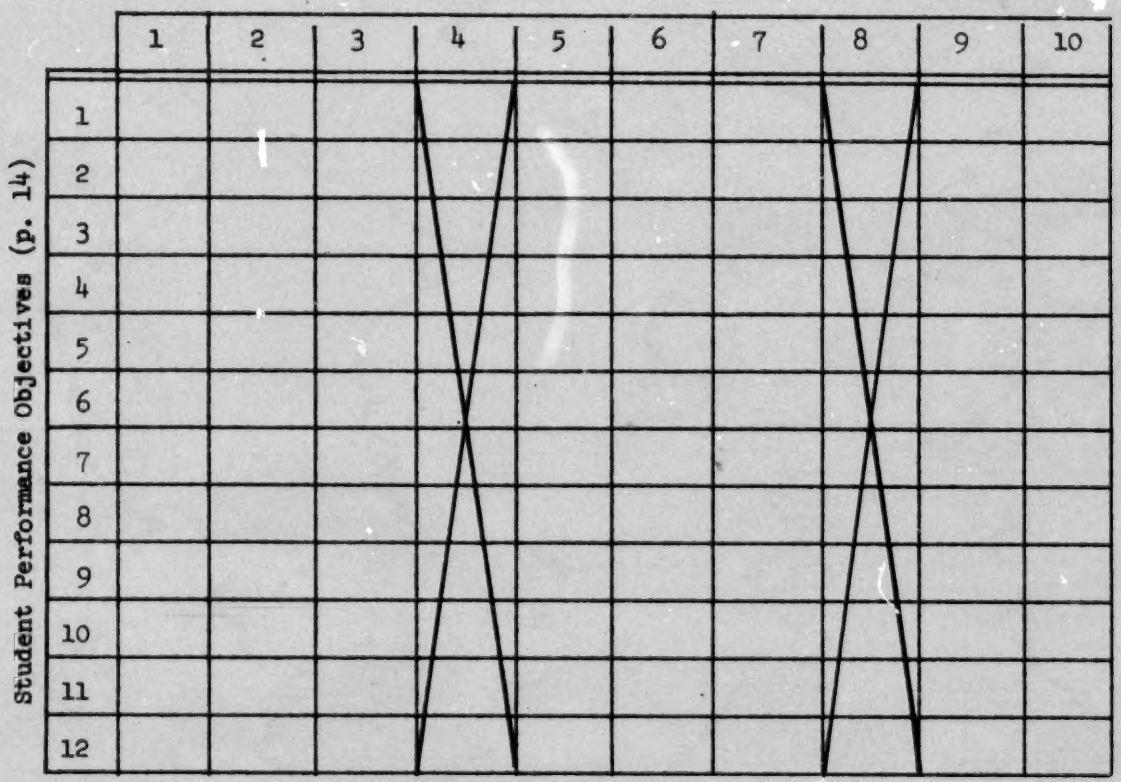
12. The student will develop a plan for his expected utilization of leisure time.

*Specific criteria and conditions would be developed for these objectives by persons who are to assess student attainment of them.

LEARNING EXPERIENCE I
STUDENT PERFORMANCE OBJECTIVES CHART

Analyze all student performance objectives and check the general objective(s) to which each contributes.

General Objectives for the Offering (p. 11)



LEVEL OF PERFORMANCE: Your answers should agree with the suggested responses on p. 16. If you disagreed on more than one, discuss with your resource person what further work or reviewing you may need to do.

LEARNING EXPERIENCE I
SUGGESTED RESPONSES FOR
STUDENT PERFORMANCE OBJECTIVES CHART

General Objectives for the Offering (p. 11)

Student Performance Objectives (p. 14)

	1	2	3	4	5	6	7	8	9	10
1			✓						✓	
2			✓							✓
3			✓							✓
4			✓							✓
5			✓			✓				
6			✓							
7			✓						✓	✓
8			✓							✓
9			✓							✓
10			✓							
11			✓		✓					
12										

LEARNING EXPERIENCE II--INFORMATION SHEET
"SEQUENCING STUDENT PERFORMANCE OBJECTIVES"

The main reason for sequencing student performance objectives for a vocational offering is to place the student performance objectives into a logical order that will facilitate student learning. These objectives are usually sequenced for each unit (topic) of instruction in the vocational offering and then the units are sequenced.

To help you understand some of the sequencing techniques discussed in the readings, first study the "Task Listing Sheet" on p. 18. Note that the listing is stated in terms of tasks which can be developed into student performance objectives by adding conditions and criteria to the basic task activities. Using the information given on the "Task Listing Sheet" about frequency of performance and learning difficulty, the tasks can be sequenced according to their frequency of performance, and/or by the general to specific or simple to complex sequencing technique. On p. 19 the tasks have been sequenced by frequency from those performed everyday to those performed occasionally, and within each frequency group from simple to complex.

Another way of sequencing is by the logical or job performance order sequencing technique, in which the tasks or objectives are sequenced in the order in which they would actually be performed by the person in the actual situation. The "Task Detailing Sheet" on p. 20 gives an example of this type of sequencing.

As you gain experience in planning instruction and using sequenced student performance objectives to facilitate student learning, you may find other sequencing techniques that help you in planning your instruction; however, the sequencing techniques discussed above probably will form the basis of your planning.

LEARNING EXPERIENCE II
TASK LISTING SHEET

Vocation: Electronics Technician

No.	Task	Frequency of Performance	Learning Difficulty
1	Troubleshoots and repairs malfunctioning equipment.	Everyday Occurrence	Difficult
2	Reads electronic schematics.	Everyday Occurrence	Moderate
3	Performs chassis layouts.	Occasionally	Easy
4	Uses small hand tools.	Everyday Occurrence	Easy
5	Checks electronic components.	Frequently	Moderate to very difficult
6	Replaces components.	Frequently	Easy to moderate
7	Solders various components.	Frequently	Moderate
8	Recognizes the applicability of electronic test equipment.	Occasionally	Difficult
9	Interprets test instruments.	Frequently	Difficult
10	Performs calibration of test equipment.	Occasionally	Difficult
11	Interprets and records test data.	Occasionally	Easy to moderate
12	Specifies and orders electronic components.	Frequently	Easy
13	Applies first aid procedures.	Occasionally	Moderate
14	Maintains and cleans work areas.	Frequently	Easy

Adapted from: Developing Vocational Instruction, Mager and Beach, p. 15.

LEARNING EXPERIENCE II
CHART OF SEQUENCED TASKS

	Everyday	Frequently	Occasionally
SIMPLE TO COMPLEX	Uses small hand tools.	Specifies and order electronic components.	Performs chassis layouts.
	Reads electronic schematics.	Maintains and cleans work areas.	Interprets and records test data.
	Troubleshoots and repairs malfunctioning equipment.	Solders various components.	Applies first aid procedures.
		Replaces components.	Recognizes the applicability of electronic test equipment.
		Checks electronic components.	Performs calibration of test equipment.
		Interprets test instruments.	

Adapted from: Developing Vocational Instruction, Mager and Beach, p. 15.

LEARNING EXPERIENCE II
TASK DETAILING SHEET
(sequenced in job performance order)

Vocation: Service Station Mechanic-Attendant
Task: Clean and replace spark plugs

	No.	
First Activity	1.	Note the plug location relative to the cylinder; remove plug covers, leads.
	2.	Remove all spark plugs.
	3.	Identify the type of plugs.
	4.	Decide whether to clean, adjust and/or replace plugs.
	5.	Adjust and clean plugs, if appropriate.
	6.	Reinsert plugs in engine.
	7.	Connect ignition wire to appropriate plugs.
	8.	Check engine firing for maximum performance.
Last Activity	9.	Clean and replace equipment and tools.

From: Developing Vocational Instruction, Mager and Beach, p. 17.

LEARNING EXPERIENCE II
SUGGESTED SEQUENCED STUDENT PERFORMANCE OBJECTIVES
FOR A UNIT ON "GETTING A JOB"

1. The student will develop a list of entry requirements for five jobs in his area of interest.

2. The student will contact three agencies or other sources of job information and obtain information about job openings in the area of his occupational interest.

3. The student will develop a résumé containing information for job application as judged by his teacher.

4. The student will write a letter of application for a job which meets minimum criteria listed on a check sheet.

5. The student will fill out a job application form completely, accurately and neatly as judged by a teacher and a representative of the business and/or industrial community.

6. The student will dress and groom himself for the job interview based on criteria of acceptable standards developed by a peer, a teacher and and a representative of the business and/or industrial community.

7. The student will conduct himself with poise (including manners and posture) in a mock interview situation. The student's poise will be evaluated by a panel of his peers.

8. The student will explain to a prospective employer in a mock interview why he is qualified for the position for which he is interviewing. The interviewer and teacher will evaluate the student's response on the interview rating checksheet.

9. The student will ask questions about benefits and opportunity for advancement and training in a mock interview situation. Evaluation will be made on the basis of peer and teacher feedback on the interview rating checksheet.

10. The student will write a letter accepting or not accepting the position under consideration in the mock interview. The interview follow-up letter will be evaluated by the teacher.

LEARNING EXPERIENCE II
CHECKLIST FOR SEQUENCING STUDENT PERFORMANCE OBJECTIVES
FOR A UNIT ON "GETTING A JOB"

Directions: Check the appropriate response in question 1; in questions 2 and 3, justify (explain) your sequence with brief answers to the questions.

1. Were the objectives sequenced by:

	YES	NO
A. General to Specific (Simple to Complex) Sequencing		
B. Known to Unknown		
C. Interest Sequencing		
D. Logical Sequencing		
E. Skill Sequencing		
F. Frequency Sequencing		
G. Total Job Practice Sequencing		

2. Explain the rationale for the sequencing technique(s) you used.

3. Explain how your sequencing reflects students' needs and interests.

LEVEL OF PERFORMANCE: Have your resource person review your sequenced objectives and the checklist answers; discuss (justify your sequence) any discrepancies between your sequence and the suggested sequence on p. 21.

LEARNING EXPERIENCE III
CHECKLIST FOR SEQUENCING STUDENT PERFORMANCE
OBJECTIVES FOR A VOCATIONAL OFFERING

Directions: The following criteria will be used to indicate whether the teacher accomplished the items. If the teacher did not accomplish the criteria, put an X in the NO column. If the teacher did accomplish the item, put an X in the YES column and an X in the column which best describes how well the item was accomplished.

	NO	YES	POOR	AVERAGE	GOOD
1. General objectives for the vocational offering were assessed to determine their contribution to the vocational program goals.					
2. If necessary, adjustments were made so that all general objectives for the vocational offering contributed to the achievement of the vocational program goals.					
3. Student performance objectives were analyzed for their contribution to achievement of the general objectives for the vocational offering.					
4. Necessary adjustments were made when needed so that all selected student performance objectives contributed to the achievement of the general objectives for the vocational offering.					
5. The selected student performance objectives for the vocational offering were sequenced in a logical order (e.g., from simple to complex, by frequency, etc.).					

LEVEL OF PERFORMANCE: Acceptable level of performance will be a YES answer, and at least an AVERAGE rating, for each item. If you received any NO answers, discuss this with your resource person, and, if necessary, review, revise your selection and have it rated again.